

— BUILDING LIFE —

CASTLES

Building Life Castles – Teacher’s Manual

First Edition by Cherie Noel

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Introduction

All believers stand as monuments to God’s grace. As we build our lives on His love and truth, we will honor Him. No matter the hardships of our time, no matter how we crumble and fall, we can turn to Him and rest in His strength. He is our stronghold.

This study introduces students to essential doctrines and themes from the New Testament. Through a mixture of independent study and class discussion, students will explore the following:

- Lessons 1–13** The life and ministry of Jesus Christ, with a special emphasis on His teaching and atonement for us
- Lessons 14–17** The work of the Holy Spirit in believers
- Lessons 18–28** Explanations and examples of godly character from both Old and New Testaments
- Lessons 29–35** The life and ministry of the Apostle Paul

Lesson Components

Content Objectives

These summarize the primary biblical doctrines or points supported by the lesson.

Learning Objectives

These are expected student outcomes. By the end of the lesson, students should be able to recall, explain, or discuss these points. Most of these objectives will be assessed in the lesson’s quiz.

Vocabulary

On the first page of each lesson—in both the Teacher’s Manual and Student Manual—is a list of new vocabulary terms. Students may first encounter these words in the Student Manual or in Scripture. Occasionally, the word may only appear in the Teacher’s Manual Session Notes.

Session Notes

Each weekly lesson includes three sessions (A, B, and C). The Session Notes suggest ways to explain, discuss, and illustrate the lesson content. The notes generally follow a three-part sequence:

- **Introduction** – Preview foundational ideas and terms.
- **Student Exercises** – Give students time to read Scripture and answer questions from the Student Manual.
- **Development** – Review the exercises and explore the topics further.

You will probably not use all of the suggested discussion questions or activities. Most sessions should last only a single class period, but you may choose to spend more time developing and discussing the material. You may also want to give your students more time to complete the Building Your Life Castle sections in the Student Manual.

Target Truths

At the end of each session is a short devotional takeaway. You may choose to develop this thought throughout the session or simply offer it as a concluding point.

Character Trait Activities

Excluding Lesson 35, each lesson includes at least one activity designed to help students practice a character trait relevant to the lesson topic. Most of these activities require little preparation, but you may choose to expand on the core ideas. These can greatly expand the social or kinesthetic dimensions of your lesson.

Student Manual Facsimiles

You can find these pages at the end of each lesson in this Teacher's Manual. The facsimiles are near-exact copies of the pages in the Student Manual with suggested answers. In places where students might record different terms from different Bible translations, you will find multiple answers separated by forward slashes (/).

Quizzes

Excluding Lesson 35, each lesson includes a ten-point quiz. These assess the students' grasp of the Learning and Content Objectives.

Students can study for these quizzes solely by reviewing the Student Manual exercises. The quizzes do not assess material discussed exclusively in the Teacher's Manual.

Optional Components

Music Curriculum

Near the back of this Teacher's Manual, beginning on page 330, are the lyrics for nine classic hymns and one Christmas carol. You may wish to read the explanatory notes to introduce one song for each month of the school year.

- Be Thou My Vision
- I Sing the Mighty Power of God
- Man of Sorrows
- How Firm a Foundation
- For the Beauty of the Earth
- The King of Love My Shepherd Is
- Praise to the Lord, the Almighty
- Immortal, Invisible, God Only Wise
- Come Thou Fount
- Joy to the World

Students can find the lyrics beginning on page 150 of the Student Manual.

Scripture Memory

Each lesson includes a passage of Scripture that reinforces the topics of this study. Consider introducing the passage at the beginning of the week and then review the passage each day. At the end of the week, students could write the passage on the back of their weekly quiz, or you could ask parents and guardians to sign a sheet when their child recites the passage correctly at home.

A list of passages is also included on the last page of the Student Manual, along with signature blanks for a parent or guardian.

<i>Lesson 1</i>	John 1:1	<i>Lesson 18</i>	2 Peter 1:5
<i>Lesson 2</i>	John 1:2	<i>Lesson 19</i>	2 Peter 1:6
<i>Lesson 3</i>	John 1:3	<i>Lesson 20</i>	2 Peter 1:7
<i>Lesson 4</i>	Review John 1:1–3	<i>Lesson 21</i>	2 Peter 1:8
<i>Lesson 5</i>	John 1:4	<i>Lesson 22</i>	Review 2 Peter 1:5–8
<i>Lesson 6</i>	John 1:5	<i>Lesson 23</i>	Psalm 1:1–2
<i>Lesson 7</i>	Review John 1:1–5	<i>Lesson 24</i>	Psalm 1:3
<i>Lesson 8</i>	John 1:10	<i>Lesson 25</i>	Review Psalm 1:1–3
<i>Lesson 9</i>	John 1:11–12	<i>Lesson 26</i>	Psalm 1:4–5
<i>Lesson 10</i>	Review John 1:10–12	<i>Lesson 27</i>	Psalm 1:6
<i>Lesson 11</i>	John 1:13	<i>Lesson 28</i>	Review Psalm 1:1–6
<i>Lesson 12</i>	John 1:14	<i>Lesson 29</i>	Titus 3:3
<i>Lesson 13</i>	Review John 1:10–14	<i>Lesson 30</i>	Titus 3:4–5
<i>Lesson 14</i>	John 14:15	<i>Lesson 31</i>	Review Titus 3:3–5
<i>Lesson 15</i>	John 14:16	<i>Lesson 32</i>	Titus 3:6–7
<i>Lesson 16</i>	John 14:17	<i>Lesson 33</i>	Review Titus 3:3–7
<i>Lesson 17</i>	Review John 14:15–17	<i>Lesson 34</i>	Titus 3:8
		<i>Lesson 35</i>	Review Titus 3:3–8

Extra Resources

You can purchase a packet of downloadable resources from the *Building Life Castles* product page at positiveaction.org.

Answer Slides (PDF)

These presentations allow you to review the Student Manual exercises question by question, with answers appearing as you progress.

Editable Quizzes (DOC)

Edit and print your own versions of the quizzes in this Teacher's Manual.

Piano Accompaniments (MP3)

Sing along to these piano arrangements of hymns in the music curriculum.

Image Pack (PNG)

Copy and print over 70 illustrations from this study—for use in handouts, bulletin boards, and presentations.

K4–6 Curriculum Sequence

K4 Exploring God's Love

Students find countless examples of God's love—from Creation through the life and ministry of Christ.

K5 Learning About God

Students learn basic truths about God's character by studying the lives of major figures throughout Scripture.

1st Grade Enjoying God's Gifts

Students explore God's grace, as revealed in Creation, various Old Testament figures, and the work of Christ.

2nd Grade Finding God's Promises

By following the life of Moses, students see God's compassion, holiness, and faithfulness.

3rd Grade Growing with God

Students examine the tools that God used to sustain and grow figures like Abraham, Sarah, Jacob, Joseph, Ruth, and Daniel.

4th Grade Building Life Castles

Starting with the life of Christ and continuing with the journeys of Paul, students discover the impact of the gospel.

5th Grade Possessing the Land

Students survey the structure, themes, and figures of the Old Testament, noting especially God's sovereign care.

6th Grade Winning the Race

Students review doctrines from all of Scripture, with special emphasis on life principles from the New Testament.

Suggested Weekly Schedules

Five-Day Option

Day 1	Session A
Day 2	Session B
Day 3	Session C Building Your Life Castle Section
Day 4	Character Trait Activity
Day 5	Review and Quiz

Four-Day Option

Day 1	Session A
Day 2	Session B
Day 3	Session C Building Your Life Castle Section
Day 4	Review and Quiz Character Trait Activity

Three-Day Option

Day 1	Session A
Day 2	Session B
Day 3	Session C Review and Quiz Assign Building Your Life Castle Section as Homework

Feedback

As a non-profit publishing ministry, we consider teachers our co-laborers in the faith. Each curriculum remains a work in progress, and the people who teach these studies have a great impact on the scope and format of every new edition. If you have any comments, questions, or concerns, please don't hesitate to contact us—we'd love to hear from you.

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A Final Word

We pray that this study will help you and your students know God's glory, grow in that knowledge, and share it with others. To benefit the most from this study, consider the following:

- Spend time each day in the Word. Use the material in this study to guide your devotional reading so that you can present God's truth and love from the heart. Spend time marking and adjusting the session notes to suit your students' needs.
- Pray for your students, and ask God to grow you.
- Be vulnerable to your students, expressing questions and confidence in equal measure. Encourage them to explore Scripture with you.
- Be the love and truth that you want to see from your students.
- Depend on God's strength and grace, even in your weakness.

LESSON 1

Who Is Jesus?

Scripture Memory – John 1:1

For the Teacher

As we teach young people about Christ, we can struggle to present both the mystery and the revelation in the Gospels. God challenges us with what He put in Scripture—and humbles us with what He did not. Thankfully, Christ came to teach us what we need to know about the Father.

This lesson introduces Jesus as one with God, while the following lesson explores His role as the promised Messiah. After Lesson 2, students should understand the foundations of the gospel.

Note that throughout this study, many Student Manual exercises include fill-in-the-blank summaries of Scripture. These more modern phrases do not necessarily correspond with any specific version or translation, but they can scaffold a student’s exploration of unfamiliar vocabulary and usage. As students read Scripture, consider its meaning, and then write key words in a simplified context, they can better understand their Bible on their own.

The suggested Character Trait Activity may require some preparation and dedicated space in your classroom.

Content Objectives

- 1-A** Jesus is the eternal Creator-God.
- 1-B** As the Son of God, Jesus is one of three persons in the Trinity.
- 1-C** The Trinity models a kind of unity that believers should pursue.

Learning Objectives

Students should be able to . . .

- Navigate Scripture by book or reference
- Summarize key ideas from John 1
- List the three persons of the Trinity
- Recall several common names and titles for Jesus
- Distinguish intentional *unity* from uniformity

Vocabulary

- **Deity** – A divine character, nature, or being; the one God
- **God’s Grace** – The goodness that God shares with us; His love, care, or blessing
- **Trinity** – The three persons—Father, Son, and Holy Spirit—mysteriously unified as one God
- **Rabbi** – A Jewish teacher or scholar, often on Old Testament Law; sometimes appears as “Master”
- **The Son of God** – A title for Jesus meaning that He has the same nature or being as God
- **Unity** – The state of being one, whole, and at peace

Session 1-A The Deity of Jesus

Introducing the Study

Explain: To begin this year, we'll study the life and work of Jesus.

- Who is Jesus? What is He like?
- What did Jesus do? What did He teach?
- What was His purpose? Why did Jesus do what He did?

As we learn more about these topics, we can trust God to build up our understanding and faith in Him.

Explain: You can use your Student Manual as a companion to your Bible.

- Most lessons ask you to look up passages of Scripture, read them, and answer questions from the text.
- Some questions need more thought. Some ask you to think about your beliefs, choices, and actions.
- You can find a list of vocabulary words at the beginning of most lessons.

The Word

Prompt: Answer the first question in section 1-A (SM p. 5). How would you describe Jesus?

Ask students which words they used, and then record some on the board under two headings:

- Who Jesus Is
- What Jesus Does

Discuss: Using some of these ideas, how would you describe Jesus in just one sentence? In John 1, the apostle John describes Jesus in an unusual way.

Prompt: Turn to John 1 and finish the rest of 1-A.

If needed, guide students through the first few questions, noting the verse references as hints. Review exercise answers together, in part to gauge students' understanding of the gospel.

Explain: John 1:6–8 refers to John the Baptist, which is not the same John who wrote the book.

Discuss: Some of the words used in John 1 can have more than one meaning.

- What do people usually mean when they say “the Word of God”? How is that different from the Word in John 1? How is it similar?
- Verse 9 describes a light revealed to everyone. What can light symbolize? What's the opposite of light?
- In verse 10, the term *world* is used two different ways—to refer to our planet, and to refer to the people on our planet. What is the meaning of each *world* in this verse?

Discuss: What does it mean to reject Jesus (cf. vv. 10–11)?

- We can refuse to believe what Scripture says about His identity or ministry.
- We can try to ignore His sacrifice or His rule.

Illustrate: Look again at verse 12. What good things happen when you become part of a family? Likewise, what responsibilities do you have?

Explain: Verse 13 describes a kind of birth. It's not a physical birth, nor is it something we make happen by working hard. Our re-birth into God's family is a gift from Him alone. No one else but Him gave it to us, and no one else can take it away.

Explain: Look again at the “Big Ideas” table (SM p. 6). This is why Christians believe in the *deity* of Jesus. We call Jesus godly and divine because He is one and the same with God.

Deity

A divine character, nature, or being; the one God

Target Truth

Jesus is completely God and completely human.

Session 1-B The Names of Jesus

The Trinity

Illustrate: How easy is it to walk around a puddle? A lake? What would happen if you tried to walk around the ocean? Even if you could walk forever, you'd eventually realize that you can't walk around an ocean—the ocean is around *you*.

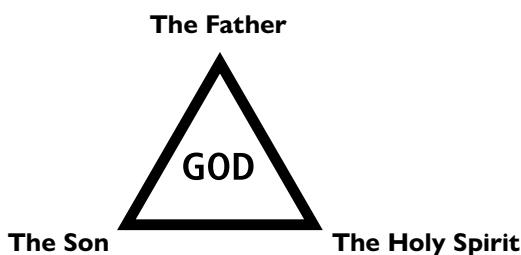
Consider showing a globe or world map.

Even if you can't explore the depth and breadth of the ocean, what can you do to learn more about it?

Explain: We can't understand everything about God.

- Even the oceans have their limits, but we cannot “walk around” God or measure His power. He's infinite, eternal, and all-powerful.
- But God has explained the most important things about Himself. In the Bible, we can find many names and titles to understand God better. We learn that He's good and loving and powerful.

Illustrate: One of the most difficult ideas about God is the *Trinity*.



- Christians believe in one unified God (cf. Deut. 6:4–5; Mark 12:29–30). Only one God created the world and rules over everything.
- But this one God is made up of three persons. All three are completely, equally God, but also distinct. The three talk together (cf. John 17), move in different ways (cf. John 16:7), and show love to each other (cf. Matt 3:16–17; John 6:38; 17:24)—all within this three-in-one.

We can't fully understand the Trinity because nothing else in the universe works the same way. We might look for ways to picture this idea—like three leaves on a clover or three musical notes in a chord—but every example falls short.

Trinity

The three persons—Father, Son, and Holy Spirit—mysteriously unified as one God

Prompt: Complete the crossword in section 1-B of your Student Manual.

If needed, explain how to look up different passages in John by chapter and verse. Discuss the given names and functions of Christ, using the explanations for each term.

The Son of God

Discuss: Why is Jesus called “the Son of God”? What does that title mean?

- Jesus is not the Son of God in the way we normally think of sons. God the Father is not like a biological father—nor was there a spiritual birth with a spiritual mother. Unlike us, Jesus had no beginning; He was not created.
- We call Jesus the Son of God because He is the same kind of being as God. He is one with God (John 10:30), and He comes from God (John 3:16).

The Son of God

A title for Jesus meaning that He has the same nature or being as God

Target Truth

We can't understand everything about God, but we can still know Him and trust His love.

Session 1-C Unity Among Believers

Discuss: What three persons make up the Trinity? Remember—even though we talk about the Father, Son, and Holy Spirit as distinct persons, they are all completely, equally God in perfect *unity*.

Unity

The state of being one, whole, and at peace

Prompt: Complete the exercises in section 1-C of your Student Manual, along with the Building Your Life Castle section.

If needed, read **John 17:20–26** aloud, or break into groups so students can discuss and record what they think are the big ideas. Students could list the ideas or arrange them graphically.

Discuss: Note **John 17:21, 23, and 26**. Why should we seek unity with other believers?

Discuss: Which items did you think are possible for Christians (SM p. 8)? Were any difficult to decide? Why?

God knows everything, so the Trinity always has perfect agreement. But is it possible for humans to agree about absolutely everything?

Explain: People sometimes disagree, but we're still unified if we love each other and serve together anyway. The real test of unity is showing love even when we disagree. Other Christians might do wrong, but we can still correct them while showing love.

Illustrate: The human body is made of many different parts, but when we're healthy, everything works together for the good of the whole. In 1 Corinthians 12, Paul writes that all believers are "one body" because of Jesus (vv. 12–20). Even though we're different people with different backgrounds, we can work together to serve God.

What Would You Do?

Encourage students to share how they responded to the problem in the Building Your Life Castle section (SM p. 9). As time allows, present the following case, and then discuss possible responses as a class or in groups.

Your teacher gives you and some other students a group project. You have two hours to complete the project. You're excited because you know a lot about this subject.

The group members quickly vote on a leader, and it's not you. Unfortunately, the leader keeps joking around and putting off the work. The other students are happy to mess around, but after an hour with no progress, you get a little worried.

What do you do?

Target Truth

Those who follow Jesus should have unity together.

Character Trait Activity: Unity

We pursue **unity** when we learn about people and try to work with them.

As an ice-breaker for the year, give your students a chance to share some of their interests. Explain that unity builds upon knowledge and appreciation.

At the beginning of the week, let your students know when they can bring in items or creations to share. Examples include . . .

- A drawing, photograph, or other visual piece
- A story or other written work
- A brief musical number
- A trophy or certificate of achievement
- A short video, slideshow, or some other record of a project

Devote a place in your classroom for visual displays, and schedule some time for students to share their work with the class. Consider placing a comment sheet next to each display so that other students can write what they enjoyed about individual pieces.

Alternatively, you could ask students to send you photos or videos of things that are important to them. You could then hold a slideshow-and-tell where students take turns talking briefly about their photos.

Express appreciation for individual God-given talents. Discuss the value of refining those talents, and emphasize our dependence on God for every strength we have. For students who do not think they have any special area of talent, encourage them to explore and develop their gifts. Perhaps note the ways you *have seen* or *hope to see* them contribute to the class. Explain that some gifts are not as visible as others.



LESSON 1

Who Is Jesus?

Vocabulary

- **Deity** – A divine character, nature, or being; the one God
- **God's Grace** – The goodness that God shares with us; His love, care, or blessing
- **Trinity** – The three persons—Father, Son, and Holy Spirit—mysteriously unified as one God
- **Rabbi** – A Jewish teacher or scholar, often on Old Testament Law; sometimes appears as “Master”
- **The Son of God** – A title for Jesus meaning that He has the same nature or being as God
- **Unity** – The state of being one, whole, and at peace

Many people think that Jesus was just a man—a good teacher with important ideas, and nothing more than that. But does Scripture tell us more? In the first part of this book, we'll look at some important questions:

- Who is Jesus?
- What did He do? What did He teach?
- What does He expect from us? How can we follow Him?

1-A The Deity of Jesus

- Imagine you wanted to introduce Jesus to someone who knew nothing about Him. What words would you use to describe Him? Write as many as you can.

Answers will vary.

STUDENT MANUAL PAGES

- In your Bible, look up **John 1**. Here the writer John tells us about someone he calls “the Word.” Read **verses 1-4** and then fill in the blanks below.

Verse 1	Since when was the Word with God? <i>The beginning</i> _____
Verse 1	The Word was <i>with</i> God, and the Word also <i>was</i> _____ God.
Verse 3	What did the Word make? <i>All things</i> _____
Verse 3	Was there anything in the beginning that He did <i>not</i> make? <i>No.</i> _____
Verse 4	In the Word was <i>Life</i> _____, which was <i>Light</i> _____ to us.

At the very beginning of the Bible, Genesis 1:1 explains that God created the universe. So when John says that the Word made all things, he means that the Word is God.

- Look ahead to **verses 9-12**, which explain how people treated the Word when they met Him.

Verse 9	The True Light offered His light to <i>everyone</i> _____
Verse 10	Even though He made the world, did everyone in the world know Him? <i>No.</i> _____
Verse 12	But what did He give those people who received Him and believed Him? (v. 12) <i>The right/power to become children/sons of God</i> _____ _____

- According to **verses 14-18**, the Word became human and showed people the kind of glory, goodness, and power that only God could have. But who exactly was this person?

- ⊙ Who showed **God’s grace** and truth to us? ***Jesus Christ*** _____ (v. 17)

Complete these big ideas from John 1.

A. The Word is the G O D who created the universe. (vv. 1-3)
B. The Word is also the man called J E S U S , who revealed God’s grace and truth. (vv. 14-17)
If A and B are true, then J E S U S is G O D Himself.

1-B The Names of Jesus

The Old and New Testaments use many names and titles for Jesus. These help us better understand who Jesus is and what He does. They also help us understand Jesus' place in the **Trinity** alongside God the Father and God the Holy Spirit.

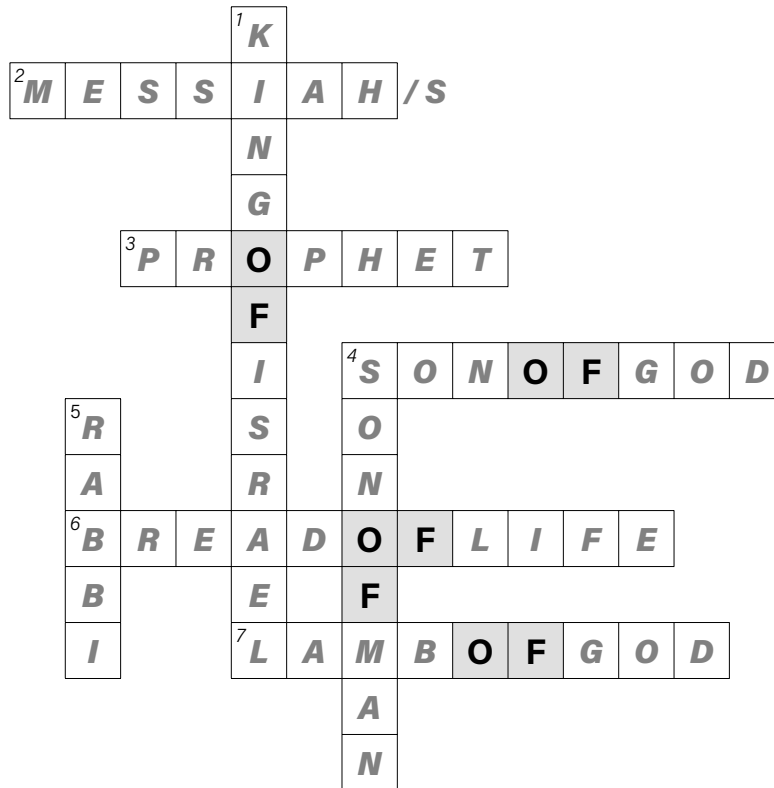
► Look up the following verses in the Gospel of John, and write the titles for Jesus into the crossword.

Across

2. **John 1:41**
The one God chose to save His children
3. **John 4:19**
A person who shares God's truth
4. **John 11:27**
The one with the same nature as God
6. **John 6:35**
The one who can meet all our needs
7. **John 1:29**
The one sacrificed to pay for our sin

Down

1. **John 12:13**
The one promised to sit on the throne of David
4. **John 12:23**
The human promised to rule God's kingdom
5. **John 1:38**
A teacher or master of great knowledge



1-C Unity Among Believers

Each lesson in this book will ask you to think about what you've learned and how you can use these truths in your everyday life. As we study Jesus in Scripture, God will show us ways that we can think and act like Him. He will build us up to be like Jesus.



- ▶ Read **John 17:20-26**. In this passage, Jesus prays to God the Father. He knows that His work on Earth will finish soon. After He returns to heaven, He wants His followers to stay loving and unified. Just as the Father and Son are one, Jesus wants Christians to be one together.
 - ◉ Look at the words repeated in **verses 21, 23, and 26**. In your own words, why should Christians try to be unified?

To show the world that God sent Jesus out of love

- ▶ Below are some ways to be unified. Which ways do you think are possible for Christians?

Examples of Unity	Possible?
Agree about everything	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Love each other	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Worship with all other Christians on Earth in the same building	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Know everything about each other	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Work together with nearby believers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Serve each other	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have the same big goals described by the Bible	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Building Your Life Castle

- ▶ Read about the problem below and describe how you would work toward love and unity.

One Saturday afternoon, you invite a couple of your friends over to your place. You play outside awhile and grab a snack, and after all that, you decide to show them your newest video game. You give each of them a controller and show them how to play.

Fifteen minutes later, one of your friends starts to act a little nervous. She says that she's not sure if her parents would want her to play a game like this. Your other friend tells her to stop whining. What do you do?

- ⦿ I would show love and unity by _____

Answers will vary.

LESSON 2

The Promised Messiah

Scripture Memory – John 1:2

For the Teacher

In this lesson, students will briefly review the Old Testament themes that foreshadow the arrival of Christ. In the Fall (Gen. 3), humanity showed its need for a Messiah. God promised this Savior and remained faithful to His people while preparing for Jesus' earthly ministry. Old Testament prophecies can therefore build our trust in God, who remains as faithful to us as He has been to the people of Israel.

Content Objectives

- 2-A** The fall of humanity stems from the decision of Adam and Eve to disbelieve and disobey God.
- 2-B** The Old Testament includes many prophecies fulfilled in the life and ministry of Jesus.
- 2-C** God has the will and power to remain faithful.

Learning Objectives

Students should be able to . . .

- Distinguish between the Old and New Testaments
- Summarize key points in the narrative of Genesis 3:1–6
- Explain the meaning of the terms *prophecy* and *messiah* as they relate to Jesus
- Recognize several events in Jesus' life as fulfillments of prophecy

Vocabulary

- **Testament** – A promise or covenant; the name for the two major divisions of books in the Bible
- **Inspiration** – The way God worked through human writers to record Scripture; “God-breathed”
- **Messiah / Christ** – A person chosen for a special role; the promised Savior Jesus
- **Prophecy** – A message of truth from God; often about events in the future
- **Exile** – To drive out someone from their home country; to banish or separate

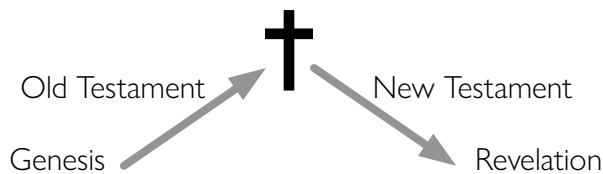
Session 2-A The Fall of Humanity

Discuss: How do we know anything about Jesus? Where do we learn about Him?

Explain: Before going further into the life of Jesus, we need to look at the story of the Bible as a whole.

Introduction to Scripture

Illustrate: Draw or display a graphic like the one below.



- The Bible is a collection of Scripture from God. It's the story of God reaching out to humanity through Jesus.
- God gave us Scripture by inspiring people to write down His Word over many years.
- The Bible is a library of books—39 in the *Old Testament* and 27 in the *New Testament*.
- The Old Testament prepared God's people for the coming of Jesus. The New Testament tells us about the life of Jesus and how His work continues in believers.

Testament

A promise or covenant; the name for the two major divisions of books in the Bible

The First Sin

Prompt: So why did Jesus need to come to Earth? Where did all our problems begin? Complete the exercises in section 2-A of your Student Manual.

Discuss: What did you think was the biggest lie the serpent told Eve (SM p. 11)?

Look again in **Genesis 3** at what the serpent says about God (vv. 1–4). What does the serpent make God seem like? If you believed the serpent, what would you think of God?

Explain: Both Adam and Eve doubted God and His Word. They didn't believe His warning, and they disobeyed His one command. And so their lives ended that day. They had to leave the garden; they had to work hard to survive; and they had to endure pain and suffering for the rest of their time on Earth. And one day, their physical lives ended, as well (cf. Gen. 5:3–5).

There are many terrible results of sin—pain, suffering, death—but we find the worst consequence in Genesis 3:8, when Adam and Eve tried to hide from God. They had ruined their relationship with God. Every bad thing in the world grows from this one big problem.

Note **Psalms 14:1–3**. People do not seek God on their own. We are all naturally drawn to sin, which has corrupted everything good that God created.

Discuss: But look at **Genesis 3:15**. What did God promise the serpent—that is, Satan? This is perhaps the first and most important *prophecy* in the Bible. It's a promise that one day, someone born from Eve's descendants would defeat Satan.

Prophecy

A message of truth from God; often about events in the future

This marks the start of the Old Testament, in which God would prepare people for the coming of Jesus. God already planned to rebuild the relationship with His people.

Target Truth

Without God, we are lost in our sin.

Session 2-B Looking for the Messiah

Review: Think back to the previous lesson. Do you remember any of the names or titles for Jesus? What do they mean?

Explain: Today we'll look at another title for Jesus: *Messiah*.

Messiah

A person chosen for a special role; the promised Savior, Jesus

Sometimes in the Old Testament, when someone needed to fulfill a special role or mission, others would pour oil on that person's head.

Illustrate: Display a container with olive oil or perhaps a picture of olives on a tree.

- The oil came from olives, often mixed with perfume.
- People anointed priests (Exo. 29:6–9), prophets (1 Kings 19:16), and especially kings, like David (1 Sam. 16:13).
- People did this to show that the anointed person had God's approval.
- The word *Messiah* comes from the Hebrew *meshiyach*, meaning "anointed one." A messiah is therefore someone chosen and marked for a special purpose. The term *Christ* is the Greek translation of the same word.

Discuss: So why do we call Jesus the Messiah? What was He chosen to do?

Explain: As the Messiah, Jesus came to Earth and became human to teach us about God and save us from our sins. This is why Jesus is so important to the Bible and to us.

- Every person ever born has sinned. Sin keeps us from knowing and enjoying God.
- But when Jesus lived on Earth, He did nothing wrong. He helped people and taught people about God. He faced many difficult times, but He always did exactly the right thing.

- Jesus could therefore take all the punishment for our sins on Himself. He didn't deserve it, but He chose to face God's judgment in our place.
- So He died for our sins while nailed to a wooden cross. He endured a horrible death, and He was buried in a tomb.
- But after that, on the third day, He rose from the tomb, completely alive. He defeated sin and death. For 40 days, He spoke with His friends, taught them a few more things, and then rose up into heaven.
- And now, we can trust Jesus as our Lord and Savior and ask Him to forgive our sins. If we accept His sacrifice, we will not have to pay the penalty for the bad things we've done.
- God will then welcome us into His family. He will begin to change us so that we think and act more like Jesus.

When we say that Jesus is the Messiah, we mean that He is the One chosen to save us from our sins and bring us back to God. No one could possibly fulfill that mission except God, so God chose Himself.

Prompt: Complete the exercises in section 2-B of your Student Manual.

Consider letting students complete the prophecy exercise (SM pp. 11–12) in pairs, with one student looking up the Old Testament passages while the other reads fulfillments in the New. Discuss each prophecy as time allows.

Target Truth

God sent His Messiah just as He promised.

Session 2-C God Is Faithful

Discuss: Has someone ever made a promise to you that they have not kept?

Illustrate: Consider drawing or displaying a table like the one below. Complete and discuss the left column, followed by the right column. Leave room for a third column on the right.

People will sometimes . . .	God will always . . .
Lie	Speak truth
Forget	Remember His Word
Make promises they can't keep	Fulfill His promises

Discuss: What prevents some people from keeping their promises?

- Some people promise things they never intend to fulfill.
- Some people mean well, but they don't get around to fulfilling their promise.
- Some people are not as strong or smart as they think—and therefore can't fulfill all their promises. Sometimes things are out of their control.

Does God ever do any of these things? No—He always tells the truth; He remembers all His promises; and He is powerful enough to do whatever He chooses to do. We can trust God because He is worthy of our trust. He is faithful to us.

Prompt: Complete the exercises in section 2-C of your Student Manual.

Discuss: Note the matching section on page 13 of your Student Manual. God used many ways to teach the people of Israel about Himself. Do you think all of these ways were pleasant or enjoyable?

If you review the matching exercise, consider asking volunteers to read each verse aloud.

Discuss: Read **Jeremiah 35:15** again. Did the people of Israel always listen to what God said?

The Fear of God

Read **Psalms 33:6–10** aloud.

- Note that the “storehouses” in verse 7 are like barns or silos. The psalmist pictures God gathering the oceans like a farmer can gather a harvest of grain.
- Note that when people “fear” God (v. 8), they're not simply afraid of Him. This kind of fear is a healthy respect. We should respect God's power because we do not control Him or fully understand Him.

Ask students to share what we can learn about God from this passage. Add a third column to the table on the board, and sort your students' answers into the three broad categories below.

Because God Is . . .
Good and righteous
All-knowing / Omniscient
All-powerful / Omnipotent

Discuss: Note the last question under the Building Your Life Castle section (SM p. 13). Why do you think God included so many prophecies about Jesus in the Old Testament?

- How can these prophecies build our trust?
- How do we learn to trust other people?
- What do we learn about God when we see fulfilled prophecies?

Target Truth

We can trust God because He always keeps His promises.

Character Trait Activity: Faithfulness

We are **faithful** when we keep our word and earn the trust of others.

Given several hypothetical situations, students will present *best-case* and *worst-case* scenarios for showing themselves worthy of trust. The table below has three sample scenarios. The students will not have faced all of these situations before, but they should recognize the responsibilities inherent to each.

Consider dividing your class into three groups. Give them time to discuss and outline a best-case response as well as a worst-case response for each situation. How would a wise person accept these responsibilities, and how would a foolish person neglect them? You might ask students to present their responses verbally, in writing, or as a skit.

<p>You've finally saved up enough money to purchase a game you've wanted to play for ages. But your parents tell you that you cannot play until you've finished all your homework for this week. How do you . . .</p> <ul style="list-style-type: none">• Obey your parents?• Show your parents that you're trustworthy?	<p>Your teacher passes out a test. As always, you shouldn't look at other students' answers. But your teacher suddenly has to leave the room, and one of your classmates starts to loudly make fun of the test and ask if anyone wants to see his answers. How do you . . .</p> <ul style="list-style-type: none">• Not cheat on the test?• Show your teacher that you're trustworthy?	<p>One day in the future, you're given a job babysitting a two-year-old for the evening. The child's parents give you specific instructions on how to play with him, what to feed him, and when to put him to bed. They'll be back home by midnight. How do you . . .</p> <ul style="list-style-type: none">• Take care of the child?• Show the parents that you're trustworthy?
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Discuss the various responses as a class. As necessary, discuss some of the following ways students can demonstrate faithfulness and accountability:

- The student could show their parents the completed homework before playing the game.
- The student could let the teacher know about the attempt at cheating. The student could tell the teacher that other students could corroborate the story.
- The babysitter could keep a log of the child's activity and give parents a report when they get back home.



LESSON 2

The Promised Messiah

Vocabulary

- **Testament** – A promise or covenant; the name for the two major divisions of books in the Bible
- **Inspiration** – The way God worked through human writers to record Scripture; “God-breathed”
- **Messiah / Christ** – A person chosen for a special role; the promised Savior Jesus
- **Prophecy** – A message of truth from God; often about events in the future
- **Exile** – To drive out someone from their home country; to banish or separate

2-A The Fall of Humanity

Jesus, the Light of the world, came to save the world from darkness. Let's first look at why Jesus was needed, and then we'll look at how Jesus' coming was planned from the very beginning.

► Read **Genesis 3:1-6** and fill in the blanks below.

Verse 1	One day, the serpent _____ asked the woman _____ if God really told her not to eat from any tree _____ in the garden.
Verses 2-3	Eve said that she and Adam could eat from the trees, except for one. She said God told them not to eat from it or touch it—or they would die _____.
Verses 4-5	The serpent said that she would not die. It said that the tree would make her like God, so that she would know good and evil _____.
Verse 6	So the woman Eve picked some fruit and ate it. She also gave some to Adam _____, and he ate it, as well.

- What do you think is the biggest lie that the serpent told Eve?

Answers will vary. Probably that Eve would not die for eating the fruit

Eve and Adam sinned when they did what God told them not to do. They had to face the consequences of their actions. God took them out of their home in the garden, and they had to work hard to survive and grow food. The world was no longer friendly, but filled with the results of sin.

Today, all people are naturally drawn to sin. We cannot resist sin by ourselves, and we too will face its penalty without help from God.



2-B Looking for the Messiah

There are hundreds of prophecies about the **Messiah** in the Old Testament. These prophecies were written long before Jesus came to Earth, and they tell us many things about Jesus' life. By fulfilling so many prophecies, Jesus showed that He was the Messiah.

- Read each Old Testament **prophecy**, and then read how it was fulfilled in the New Testament. Fill in the blanks to complete the prophecies.

Old Testament Prophecy	New Testament Fulfillment	What Happened?
Micah 5:2	Matthew 2:1	Jesus was born in Bethlehem .
Jeremiah 31:15	Matthew 2:16-18	King Herod killed all babies/children under two years old.
Isaiah 61:1	Luke 4:16-21	Jesus came to bring good news, freedom, and healing.
Zechariah 9:9	Matthew 21:1-5	Jesus rode into Jerusalem on a donkey .



Old Testament Prophecy	New Testament Fulfillment	What Happened?
Isaiah 53:7-9	Matthew 27:12-14	Jesus did not open His <i>mouth</i> _____ to defend Himself.
Psalms 22:18	John 19:23-24	The soldiers divided Jesus' <i>clothing</i> _____.
Psalms 34:20	John 19:36	None of Jesus' <i>bones</i> _____ were broken.
Psalms 16:10	Luke 24:1-7	Jesus did not remain <i>dead</i> _____, but instead rose again.

2-C God Is Faithful

Even though people sin against God and turn away from Him, God works to draw them back to Himself. He knows that without Him, people would suffer in sin. Because He loves us, He made a way back to Him through Jesus.

What about before Jesus came to Earth? How did God get His people's attention and tell them about their need for Him?

STUDENT MANUAL PAGES

- Look up each reference below and match it to the way that God reached out to the nation of Israel. Write the correct letter in each blank.

B	Judges 2:18	A. God's Law / Teaching B. Judges C. Prophets D. <i>Exile</i> / Captivity
A	Psalm 119:34	
D	Jeremiah 29:14	
C	Jeremiah 35:15	

Even though the people of Israel endured many difficult things, God preserved their nation. He keeps all His promises.

- Read **Psalm 33:6-12**. In the table below, match the verses with their key messages.

Verses 6-7	Verse 8-9	Verse 10	Verse 11	Verse 12
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Verse 10	God can mess up the plans of any country or nation.
Verses 8-9	Everyone should respect God because all His words come true.
Verses 6-7	God created the sky and the oceans. His word is powerful.
Verse 12	God's chosen people, the nation of Israel, are blessed.
Verse 11	God's plans will stand forever. No one can change what He decides to do.

Building Your Life Castle

- You might not know a prophet or judge, but God still teaches you through many different ways. List the kinds of people and situations you can choose to learn from.

Answers will vary.

- Why do you think God put so many detailed prophecies about Jesus in the Old Testament?

Answers will vary. To help people recognize Him; to increase our faith in God's promises

LESSON 3

The Boy Jesus

Scripture Memory – John 1:3

For the Teacher

This lesson briefly discusses the childhood of Jesus, noting His submission to the human condition and the signs that marked His role as Messiah. As both God and man, Jesus is the perfect, sympathetic bridge between us and the Father. His example can both challenge and encourage us.

The suggested Character Trait Activity for this lesson may require some preparation, especially if you decide to coordinate a letter exchange with another class.

Content Objectives

- 3-A** Jesus, the eternal God, chose a humble birth in Bethlehem.
- 3-B** Jesus grew up much like a normal Jewish boy, but events in His early life signaled His role as Messiah.
- 3-C** Jesus obeyed authorities in part to be a righteous, sympathetic example for us.

Learning Objectives

Students should be able to . . .

- Affirm the birth of Jesus on Earth as consistent with the Son's eternal co-existence with God.
- Recall the location and basic circumstances of Jesus' birth.
- List significant figures from Jesus' early life.
- Describe one or two ways in which Jesus served as a moral example for Christians.

Vocabulary

- **Pre-exist** – To exist or live before another
- **Caesar** – The ruler of the Roman Empire, which included the land of Israel in Jesus' time
- **Manger** – A place to put food for animals; a feeding trough
- **Magi** – The wise men who traveled from the East to honor Jesus
- **Passover** – A Jewish holiday celebrating the day Israelites escaped slavery in Egypt
- **Synagogue** – A gathering place for Jews to learn and worship

Session 3-A The Birth of Jesus

Review: Can you remember the three persons of the Trinity?

Explain: Remember that the Father, Son, and Holy Spirit are all equally God. No Person is less God than another, and all are unified as one God.

This means that Jesus has lived forever as God. So His birth was not His beginning. He *pre-existed* before He came to Earth as a baby (John 8:57–59).

Pre-exist

To exist or live before another

Prompt: Complete the exercises in section 3-A of your Student Manual.

As needed, discuss any unfamiliar vocabulary in Luke 2:1–20, like *Caesar* or *manger*.

Discuss: Why did Joseph and Mary have to travel to Bethlehem?

Joseph needed to report to his hometown, Bethlehem, so he could be counted in a census and then taxed. He and Mary decided to travel together.

Explain: The Roman Empire ruled over Israel at this time. About sixty years before Jesus was born, the Romans conquered the city of Jerusalem. Most of Israel became part of the Empire, and the Romans set up Herod I as a king over the Jews.

Illustrate: Consider drawing a table like the following to discuss the ways that Jesus' birth was unusual—especially for such an important person. Ask students to share what they know about preparing for a child's birth, and then compare these steps to the narrative in Luke 2.

What Parents Do Today	What Mary and Joseph Did
Prepare their home; build a nursery	Traveled to Bethlehem
Go to a hospital	Gave birth in a stable
Invite friends and family to help or see the baby	Saw a group of shepherds
Buy clothes and supplies for the baby	Wrapped Jesus in some cloths

Review student answers to the exercise on Luke 2:8–20 (SM p. 15). Read aloud the angel's message in **Luke 2:10–14**.

Discuss: Why do you think God chose to first share the good news with a group of shepherds?

Most people would not think shepherds were very important. Shepherds had to live outside of town with their sheep. As a result, they often stunk.

Jesus did not come to Earth just to show His power and might—but also to show love. He reached out to people that others would have forgotten. By choosing such a humble birth, God showed us that His kingdom was not just for the rich and mighty, but also for the poor and weak.

How did the shepherds respond to seeing Jesus? What did they do? Note **Luke 2:17–20**.

Target Truth

Jesus chose a humble birth to show His love for everyone.

Session 3-B Jesus' Early Life

Jesus' Birth

Consider reading the first paragraph of section 3-B out loud (SM p. 16), and then read **Luke 2:21–38** together as a class. Note the excitement shown by Simeon and Anna at seeing the newborn Messiah.

Discuss: What do you think Simeon meant when he said that a sword would pierce Mary's soul (Luke 2:35)? What hardship would Mary face because of Jesus?

Like every good mother, Mary loved her children. But Jesus was born to die for us, and Mary herself would see that happen. It's sad when anyone you know dies, but even more terrible when it's your own child. When Jesus was born, Mary did not understand everything about His mission, but Simeon had some idea of the difficulty she would face.

Explain: Jesus, Mary, and Joseph spent their first few years as a family living in Bethlehem. While there, they got some very unusual visitors. Read **Matthew 2:1–12**.

Magi

The wise men who traveled from the East to honor Jesus

Prompt: Complete the exercises in section 3-B of your Student Manual.

God's Protection

Consider dividing students into groups to read and discuss the narrative in Matthew 2:1–23. Encourage students to describe the motivations of each person, including Herod, the magi, Mary, and Joseph.

- What did each person want?
- How do you think God worked through this situation? Why do you think He led the magi to see Jesus?

Explain: Mary and Joseph traveled far from home to keep their family safe. They lived in Egypt as refugees—as foreigners with no family or support. Thankfully, they had the gifts from the magi, which they probably sold.

Illustrate: Consider showing the distance between Egypt and Bethlehem on a map. The family had to travel about 200 miles.

Discuss: Do you think God was surprised by the family's trip to Egypt or their return to Nazareth? Why or why not? Note **Matthew 2:17, 23**.

Jesus at the Temple

Review student answers to the questions on Luke 2:41–52 (SM p. 17).

Explain: It was very surprising for a boy of Jesus' age to have such maturity, knowledge, and wisdom.

- Most Jewish children learned about the Law and Israel's history from their parents. Even if they could not read, they memorized Scripture by listening and repeating it out loud.
- Jewish boys learned even more at their local *synagogue*—a place that Jews met to worship, almost like a church.
- Wealthier children had more schooling, and certain boys trained to be priests or scribes.

Jesus did not come from a wealthy family, nor did He train to become a religious leader. So His knowledge was extraordinary, especially for a twelve-year-old.

Jesus did not use His knowledge or power to show off. Instead, He did what He could to teach and help others. He even listened and asked questions. He showed maturity—that is, the knowledge, love, and humility to do good.

Target Truth

Jesus grew up much like any child, but He showed signs of a special future.

Session 3-C Jesus Was Obedient

Discuss: Who do you look up to?

- What do you admire most in leaders you know?
- What do you think makes a good leader?

Illustrate: Consider writing student responses on the board, qualifying wherever necessary. For each positive quality brought up, ask students to describe the opposite in a bad leader.

Explain: Perhaps the most important role of a leader is to lead—to go on ahead of us and show us the way forward. Some people want to be leaders, but they fail to do what they tell their followers to do.

When Jesus came to Earth as a human, He showed us how to live. He showed us that we could walk and talk with God—that we could serve God and show love to other people.

- Review **Luke 2:52**. Jesus was the all-powerful Creator of the universe. But He went through the process of growing up anyway. Why?
- Read **Hebrews 4:14–16**. God already knows everything, so He knows exactly how we feel. But in Jesus, God chose to become human to feel all the difficulties we face. He endured many hardships for us. When we pray to God today, we know that He understands whatever trouble we're in.
- Read **Hebrews 5:8**. Jesus was also an example of obedience. He followed God's plan to save us—even though it meant dying on a cross. God the Father and God the Son act in perfect unity.

Prompt: Complete the exercises in section 3-C of your Student Manual.

Listing Excuses

Consider asking your students to suggest excuses that people give for not obeying rightful authorities. Examples may include . . .

- I'm too important. I have better things to do.
- The rules don't apply to me.
- I'm smarter than the person making the rules.
- The person telling me what to do isn't being nice about it.

Explain that Jesus could have made many of these excuses—and we wouldn't blame Him for it. Regardless, He chose to obey in order to set an example for us and pursue His mission. He served out of love and humility.

Discuss: Think about the question in the Building Your Life Castle section (SM p. 18). What kinds of authorities do people have trouble obeying. Why?

Abuse Prevention

As appropriate, consider discussing situations in which a child should not comply with an apparent authority figure—as in cases of personal harm, coercion, or isolation. This may be a good time to discuss abuse prevention or safety guidance from your school.

Consider reading and discussing the narrative in **Acts 5:24–32**. When should we apply the principle stated by Peter in verse 29?

Target Truth

If Jesus chose to obey, then so should we.

Character Trait Activity: Maturity

We are **mature** when we fulfill all our responsibilities and prepare ourselves to accept even more.

Students can share life lessons with a real or imagined audience of younger children. Take some time to discuss maturity as a combination of three closely-related ingredients: knowledge, humility, and love. As we grow in each of these, we'll become the kind of person that can serve God and others well. The more we mature, the more we can do good. Maturity takes a long time, but we mature faster when we study hard, do right, and avoid bad distractions.

Give students the chance to write 3–5 pieces of advice for students a grade or two below them. Prompt them with questions like the following . . .

- What are five things you should know to be a successful fourth grader?
- What are the three most important things you learned in the past year?
- How would you encourage a rising third grader this year?
- What part of school most scares you, and how do you overcome it?

If you can coordinate with another teacher, you could share some of the responses with younger students, either as a presentation or by pinning notes to a bulletin board. Alternatively, you could organize a letter exchange.



LESSON 3

The Boy Jesus

Vocabulary

- **Pre-exist** – To exist or live before another
- **Caesar** – The ruler of the Roman Empire, which included the land of Israel in Jesus' time
- **Manger** – A place to put food for animals; a feeding trough
- **Magi** – The wise men who traveled from the East to honor Jesus
- **Passover** – A Jewish holiday celebrating the day Israelites escaped slavery in Egypt
- **Synagogue** – A gathering place for Jews to learn and worship

Jesus is the eternal God of the universe, which means that His birth was very different from ours. His birth was not His beginning. Jesus **pre-existed** His time on Earth. He had always been God, but then He chose to become human, as well. He lived His life on Earth as both God and a man.

3-A The Birth of Jesus

- You can find the story of Jesus' birth in **Luke 2:1-7**. Read the passage and complete the following paragraph with the keywords below.

Manger	Bethlehem	Caesar Augustus	Nazareth	Son
---------------	------------------	------------------------	-----------------	------------

Because of a decree from **Caesar Augustus**, Joseph and Mary had to leave the town of **Nazareth** and travel to **Bethlehem**. They could find no place to stay there, even though Mary was pregnant. So when Mary gave birth to her firstborn **Son**, she wrapped him in some cloths and laid Him in a **manger**.

STUDENT MANUAL PAGES



► Continue reading through **Luke 2:8-20**. Complete the following sentences by checking the correct boxes.

After Jesus was born, God first decided to share the good news with . . .

- | | | |
|---|--|---|
| <input type="checkbox"/> an important king. | <input type="checkbox"/> some religious leaders. | <input checked="" type="checkbox"/> a group of shepherds. |
|---|--|---|

God chose to tell them by sending . . .

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> a large group of angels. | <input type="checkbox"/> another prophet. | <input type="checkbox"/> a talking sheep. |
|--|---|---|

According to verse 14, this moment meant . . .

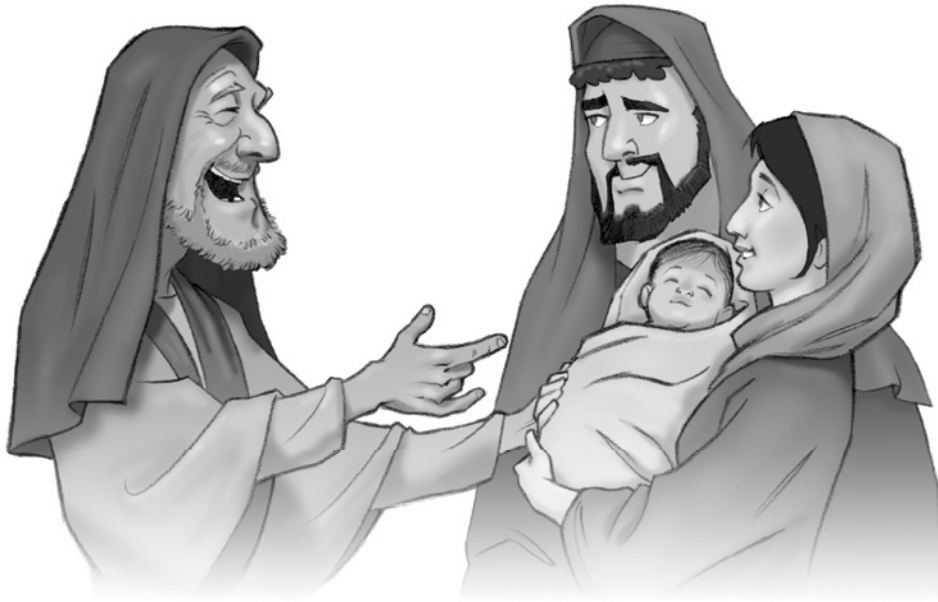
- | | | |
|--|--|-------------------------------|
| <input type="checkbox"/> confusion and fear. | <input checked="" type="checkbox"/> glory to God, and peace. | <input type="checkbox"/> war. |
|--|--|-------------------------------|

The shepherds would find the Messiah by . . .

Looking for	<input checked="" type="checkbox"/> a baby	<input type="checkbox"/> a very old man	<input type="checkbox"/> a king with a crown
In	<input type="checkbox"/> the fields	<input type="checkbox"/> Nazareth	<input checked="" type="checkbox"/> the city of David
Wrapped in	<input type="checkbox"/> fancy robes	<input checked="" type="checkbox"/> cloths	<input type="checkbox"/> hay
Lying in	<input type="checkbox"/> a wooden cradle	<input checked="" type="checkbox"/> a manger	<input type="checkbox"/> a basket

► Describe how the shepherds felt when . . .

- They first saw the angels (v. 9): **Afraid**
- They decided to look for the Messiah (vv. 15-16): **Answers may vary. Excited**
- They returned home (vv. 17, 20): **Happy; full of gratitude and praise**



3-B Jesus' Early Life

The Old Testament Law told Jewish parents to dedicate their firstborn sons to the Lord. So shortly after Jesus was born, Mary and Joseph took Him to the Temple in the city of Jerusalem (Luke 2:21–38). While there, they met a priest named Simeon who recognized Jesus as the Messiah. Simeon praised God and blessed the young family. Mary and Joseph also met Anna, a prophetess who told many people about the good news of Jesus the Messiah.

- Not everyone was happy to hear about Jesus. Read **Matthew 2:13–23** to learn how Jesus spent the earliest years of His childhood. Then fill in the blanks below.

Verse 13	God sent an angel to tell Joseph to flee with his family to <i>Egypt</i> _____.
Verses 14–15	Mary, Joseph, and Jesus stayed in that country until after the death of King <i>Herod</i> _____.
Verse 16	That king tried to kill the Messiah by killing all male children in Bethlehem who were <i>two</i> _____ years old and under.
Verse 20	An angel later told Joseph when it was safe for the family to move back to <i>Israel</i> _____.
Verse 23	Jesus grew up in a small town called <i>Nazareth</i> _____.

STUDENT MANUAL PAGES

When He was 12 years old, Jesus traveled with His parents to Jerusalem to celebrate the **Passover**. Afterward, when everyone started the trip home, Jesus was nowhere to be found. His parents searched for Him until they discovered Him still at the Temple.

► Read **Luke 2:41-52** and answer the following questions.

- What was Jesus doing when His parents found Him? (v. 46) **Sitting with the teachers, listening, and asking questions**
- When Mary told Jesus that she and Joseph were looking for Him, how did Jesus reply? (v. 49) **He said He needed to be in His Father's house / work.**
- Note **verse 51** again. Did Jesus show disrespect to His parents? **No.**
- In what ways did the young Jesus grow up? (v. 52) **He grew in wisdom, in stature/height, and in favor with God and other people.**



3-C Jesus Was Obedient

After Jesus became a human, He faced the same kinds of problems that we do. He knows what makes us happy or sad. He knows what it feels like to be hungry or tired. Jesus felt all these things, but He never responded by sinning. Instead, He set an example for us. He always obeyed God. Because of Jesus' example, we know that we can obey if we ask for His strength.

► Look up the verses below and fill in the blanks to explain how we should follow Jesus' example.

Philippians 2:8	Jesus <i>humbled</i> _____ Himself and was obedient, even to die on a cross.
James 4:7	We should <i>submit</i> _____ ourselves to God.
Luke 2:51	Jesus submitted Himself to His parents as He grew up in Nazareth.
Ephesians 6:1-3	We should <i>obey / honor</i> _____ our parents, as is right to God.
Matthew 22:15-22	Jesus said to give Caesar whatever belongs to <i>Caesar</i> _____ and to give God whatever belongs to <i>God</i> _____.
Romans 13:1	We should be subject to <i>governing authorities/powers</i> _____.



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Building Your Life Castle

► Which authorities in your life do you have the most trouble obeying?

Answers will vary. _____

Take some time to ask God for strength and wisdom to obey when you should. If Jesus chose to submit Himself to earthly rulers for the good of His ministry, then so can we.